

Allerton Bywater Primary School

Leeds Road, Allerton Bywater, Castleford, WF10 2DR

Inspection dates 3–4 June 2015

Overall effectiveness	Previous inspection:	Good	2
	This inspection:	Good	2
Leadership and management		Good	2
Behaviour and safety of pupils		Good	2
Quality of teaching		Good	2
Achievement of pupils		Good	2
Early years provision		Requires improvement	3

Summary of key findings for parents and pupils

This is a good school.

- The headteacher, senior leaders and governing body work well together to improve and strengthen teaching. Thus, standards are rising in both Key Stage 1 and 2; rapidly so in Key Stage 1.
- Middle leaders play an integral role in improving teaching and the curriculum. The staff operate as a close-knit team; all are keen to improve their teaching.
- Teaching is good and sometimes even better. Staff increasingly hold pupils' interest more consistently, as the activities they plan are interesting and engaging. They check pupils' understanding carefully and probe their thinking through effective questioning.
- Teachers use marking consistently and effectively to improve pupils' work and aid progress.
- Generally, pupils make good progress. The achievement of the most able pupils is rising in both key stages, because of the increased challenge teachers provide, particularly in reading.
- Teaching and provision for those pupils eligible for pupil premium funding and those pupils with special educational needs is ensuring they make good and better progress in Key Stage 1 and in mathematics at Key Stage 2.
- Pupils are very polite, well behaved and demonstrate high levels of care and respect for each other and adults. They have positive attitudes to learning which contribute to the improvements in their achievement.
- The school is welcoming. It embraces its role in the community as a place that values and celebrates diversity. Pupils are keen to improve their school and have their voice heard. This prepares them well for life in modern Britain.
- Parents are very positive about their children's education. The school works closely and effectively with families to ensure pupils attend and are safe and happy in school.

It is not yet an outstanding school because

- The effectiveness of the early years requires improvement because leadership and teaching does not ensure all children make the progress they are capable of, particularly in reading, writing and mathematics.
- Although standards are rising rapidly in Key Stage 1, they are not rising as fast in Key Stage 2 because the gaps in achievement for disadvantaged pupils and those pupils with special educational needs are not closing fast enough in reading and writing.
- Some mathematics teaching does not enable pupils to apply their mathematical knowledge, understanding and skills effectively. It lacks the challenge needed for the most able to make better than expected progress.

Information about this inspection

- Inspectors visited lessons across the school; the headteacher, senior or middle leaders accompanied them on some of these visits. Inspectors looked at pupils’ work, talked to pupils about their work and reviewed their progress over time. They listened to pupils read, observed lunchtime and break time arrangements and talked with groups of pupils and staff. Inspectors held meetings with the headteacher, senior and middle leaders, five members of the governing body and a representative from the Brigshaw Co-operative Trust. They held a telephone meeting with a representative of the local authority.
- Inspectors considered the 48 responses to the online survey, Parent View, and took into account the school’s own survey of parents’ views. They also considered 14 staff questionnaires.
- Inspectors reviewed a range of documentation relating to the school’s work. This included the school’s own view of its effectiveness, improvement plans, and records of pupils’ achievement, behaviour and attendance and systems for safeguarding pupils.

Inspection team

Anne Bowyer, Lead inspector	Her Majesty’s Inspector
Fiona Manuel	Her Majesty’s Inspector
David Deane	Additional Inspector

Full report

Information about this school

- Allerton Bywater Primary School is a larger than average-sized primary school. The number of pupils on roll has increased, as the school is now a two-form entry primary school.
- Children in the Nursery class attend school part-time and those in the Reception class attend school full-time.
- The proportion of boys at the school is much larger than that seen nationally.
- The vast majority of pupils are of White British heritage. A very small number are from minority ethnic backgrounds.
- The proportion of disadvantaged pupils eligible for pupil premium funding is higher than that seen nationally. This funding is for pupils in the care of the local authority and those known to be eligible for free school meals.
- The proportion of disabled pupils and those who have special educational needs is above average.
- The school meets the government's current floor standards, which are the minimum expectations for pupils' attainment and progress in reading, writing and mathematics by the end of Year 6.
- The school has several awards including the Sainsbury's School Games bronze award and the Leeds Healthy Schools Award. It is working towards the UNICEF respecting rights award and Investors in Pupils Award.

What does the school need to do to improve further?

- Ensure leaders of the early years improve the teaching of reading, writing and mathematics to make sure more children are ready for the next stage of their learning by ensuring all adults:
 - have high expectations of what children can achieve from the outset
 - receive feedback that enables them to know precisely what impact their teaching has on children's learning and they are supported to improve the quality of their teaching
 - assess and evaluate children's learning accurately, in order to plan the right next steps in learning more precisely and thus accelerate progress.
- Improve outcomes further for disadvantaged pupils and those pupils with special educational needs and/or disabilities in Key Stage 2 by:
 - ensuring the plans leaders already have in place to tackle underachievement are followed through and implemented with urgency, in order for these pupils catch up more quickly
 - sharpening the evaluation of the impact of provision and support to identify, share and develop effective practice.
- Make use of the expertise within school and the Trust to ensure all teachers improve the quality of teaching in mathematics and to raise standards further by ensuring all teachers:
 - know the steps to take to ensure pupils become fluent in the fundamentals of mathematics and can apply with confidence what they know and understand to increasingly complex problems within mathematics and across the curriculum
 - are able to challenge and deepen pupils' understanding through what they teach and the questions they ask
 - challenge the most able.

Inspection judgements

The leadership and management are good

- The headteacher and governors have maintained a strong focus on developing leadership and improving teaching in order to address previous underachievement, whilst managing significant building work, turbulence in staffing and the continuing growth of the school. They have high expectations. Pupils understand they are 'here to learn' and staff show a keenness to improve their teaching.
- Leaders have taken effective action to tackle the areas for improvement from the previous inspection. Their diligence in developing, checking and reviewing the effectiveness of marking and feedback in pupils' work means there is consistency in marking across Key Stages 1 and 2. Thus, feedback to pupils is increasingly effective in helping them to improve their work. The strong leadership of the leader for computing and a clear programme of refurbishment and resourcing has improved pupils' skills in computing. This has supported and enhanced their learning in other areas of the curriculum.
- Senior leaders and most middle leaders have an accurate view of the strengths and weaknesses in the areas they lead and manage. The leaders of English and mathematics have effectively supported the rise in standards in their subjects. They, and senior leaders, have been particularly successful in improving the quality of teaching for new and recently qualified teachers. Consequently, pupils are making better progress.
- Leaders have made effective use of the school's partnership with the Brigshaw Co-operative Trust to introduce and develop systems and procedures to hold teachers and support staff to account for the progress pupils make. Leaders and teachers use the evidence gathered to identify what needs to be done to challenge pupils further. This is contributing to improvements in teaching and outcomes for pupils.
- The special educational needs co-ordinator has ensured effective systems and procedures are in place for the early identification of pupils with special needs. Close collaboration with the Trust partnership means there is increased capacity to support and improve outcomes for these pupils, particularly those with weak communication skills and emotional and behavioural difficulties. This is ensuring gaps are closing for these pupils, more rapidly in Key Stage 1. Leaders need to identify, carefully analyse and evaluate the strengths and weaknesses of additional provision, so that they can share and develop effective practice to support improvements, particularly in Key Stage 2.
- The school prepares pupils well for life in modern Britain through the curriculum, the responsibilities it gives pupils and the positive relationships it fosters. The curriculum has engaged boys and improved their attitudes to learning and achievement, as well as continuing to broaden and enrich pupils' cultural and social experiences. It ensures all pupils have equality of opportunities to prepare them well for the next stage of the stage of their education. It ensures they know, understand and value their own local heritage through projects such as the 'Silver Friends' and study of local history. Leaders make sure pupils have a voice and can effect change for the good. For example, the school council has been instrumental in improving the quality of food at lunchtime and says it now 'tastes like mum's cooking'; pupils have also contributed to the design of the curriculum and the extensive new build. All adults are excellent role models and foster positive relationships in both school, the community and beyond. Because of this, pupils value diversity and show respect and tolerance for one another. One pupil said, 'I can be appreciated for who I am without people judging me.'
- Parents are extremely positive about the school and value highly its holistic approach to their children's learning and development.
- Leaders use pupil premium funding effectively to raise achievement in Key Stage 1 and gaps have closed quickly. Nevertheless, their actions are not having the same level of impact in Key Stage 2. They have requested a review of pupil premium funding and are actively seeking support from the Trust, and beyond, to find alternative and effective solutions.
- Leaders have ensured that the allocated primary school sports funding is used effectively to improve pupils' attitudes to sport, their physical education skills, their knowledge of healthy lifestyles, and to develop sporting talent. A purposeful link with other schools in the Trust partnership ensures pupils take part in a variety of different engaging and competitive sporting activities and targeted pupils access a programme to improve their health and fitness. The physical education leader is instrumental in developing this aspect of the school's work and makes robust checks on the impact of provision and teaching.
- The school is a well-established member of the Brigshaw Co-operative Trust of schools. It has benefitted from effective support to improve teaching and leadership, but also to ensure there is capacity within the school to manage other aspects of its work during the lengthy period of turbulence in staffing.

- Safeguarding arrangements meet statutory requirements. The school has thorough systems and procedures in place for keeping pupils safe.
- **The governance of the school:**
 - Governors' work to support and challenge the school is exceptional. The Governing Body focuses on making sure the school is the best it can be by robustly holding leaders to account for the progress the school is making and are very aware of the links between performance management and pay. Governors have an accurate view of the school's strengths and areas for development because they are organised and rigorous in the checks they make and the challenge provided. Because of this, pupils and parents recognise the governors are an integral part of the school. The Governing Body takes decisive and prompt action to ensure it is able to lead and manage the school effectively by regularly reviewing its structures and own work. It makes sure the school meets statutory requirements for safeguarding. It makes sound financial decisions and draws upon the expertise within the Trust to ensure best value at all times.

The behaviour and safety of pupils are good

Behaviour

- The behaviour of pupils is good.
- Pupils grow in confidence and self-esteem and display good levels of emotional maturity, because they are valued as individuals and given responsibility. They make a full and valued contribution to the smooth running and development of the school.
- Pupils have played a key role in developing the school's behaviour system. They like their efforts to be appreciated and feel the new 'positive relationships' policy is motivational, as it gives them 'push ups' and not 'put downs'. This reflects the overwhelmingly positive relationships in school and most pupils' first-rate attitudes to learning.
- Pupils enjoy play times and feel safe, because they can take part in many organised games and sports, often led and managed conscientiously by older pupils.
- Parents say that pupils' behaviour is good and they work closely with the school to ensure their children attend regularly, behave and achieve well.
- Attendance is consistently above the national average and the proportion of pupils who are persistently absent has fallen year on year. In this school, pupils know they are 'here to learn' and want to come to school to learn.

Safety

- The school's work to keep pupils safe and secure is good.
- The school has an effective inclusion team who know pupils well and ensure a trusted adult is always on hand. The team effectively liaises with multiple agencies to provide a co-ordinated offer of early help to families, which has led to improved relationships with the wider community and improved attendance and behaviour. Systems and procedures for evaluating the impact of their work need some sharpening to evaluate precisely what is working well.
- Child protection procedures are extremely thorough. Staff receive the appropriate training and the school is rigorous in following up any matters that are a cause for concern. All staff take responsibility for ensuring every pupil has a happy and safe time in school.
- Pupils are knowledgeable about different types of bullying, including homophobic bullying. They understand what bullying means and the harm it can cause. For example, young pupils demonstrated high levels of empathy for the victims of bullying when looking at pictures of children in a school playground. Older pupils were keen to state that bullying does not happen at their school. They know whom to turn to if they have any concerns and know that their voice is heard.
- The curriculum covers all aspects of safety and teachers make effective use of partnerships with the police and road safety team to ensure pupils fully understand how to keep safe. It ensures pupils know how to keep themselves safe when using the internet. Staff and parents are overwhelmingly confident that children are safe, happy and looked after well.

The quality of teaching is good

- Teaching is good and improving. Parents and pupils agree.

- Leaders work effectively with individual staff to improve teaching quickly. Their capacity to improve teaching further is strong, because there is much good and better practice in school and within the Trust to support less experienced teachers. Leaders target professional development carefully to meet individual and school needs, which is raising standards in reading and writing.
- Consistently positive relationships between adults and pupils and the inclusivity of class-based teaching, mean pupils feel increasingly valued, involved and strive to do their best in lessons. They are confident to have a go and take risks, because they know this is one of the keys to learning and success.
- Pupils are making better progress because teachers have high expectations of what they can achieve. Teachers have established systems and routines that mean no time is lost in learning and new, less experienced teachers are quickly learning from others. Some teachers have developed effective strategies, which give pupils time to think and respond resulting in some impressive expositions in lessons. Some teachers' questioning probes and challenges pupils' understanding effectively and deepens their learning. This allows teachers to assess what pupils know and understand to guide the learning within the lesson and to plan the right next steps in learning but not all teachers are as confident to do this, particularly in mathematics.
- Pupils in Key Stage 1 who need to catch up in reading have effective support to improve and changes in the way phonics (the letters that sounds make) is taught have ensured more pupils are ready for the next stage of their learning. Leaders have taken effective action to ensure pupils have access to a variety of literature and have focused their energies on ensuring new and recently qualified teachers have the subject knowledge and skills to teach reading effectively. They have targeted resources to support these improvements and to increase the engagement of boys. This is ensuring standards continue to rise and gaps are closing more rapidly for these pupils.
- The teaching of writing is improving and this is ensuring pupils make better progress, particularly in Key Stage 1. Teachers are much clearer about what pupils need to learn and are mindful of the needs of their pupils. Assessment is accurate and effective marking is contributing strongly to this improvement. Leaders recognise they need to revise the present writing curriculum to deepen pupils' knowledge and understanding of different types of writing and to provide them with enough opportunities to use and apply what they know and learn. Generally, pupils take pride in their work and try hard to write neatly.
- Some teachers have a secure grasp of the aims of the new National Curriculum in mathematics. These teachers plan lessons that build upon pupils' learning, ensuring fluency in the fundamentals of mathematics, which enables them to challenge and deepen pupils' understanding. In these classes, pupils are confident and resilient learners who are excited by new challenges and thus, their progress is accelerating. For example, in a Year 5 mathematics lesson where pupils learned about Roman numerals, the teacher ensured pupils understood how and why these symbols represented particular numbers, but then gave pupils an opportunity to explore and understand how these symbols related to each other. Not all teachers have this level of skill and confidence and leaders know that this is an area for development if standards are to rise in mathematics.
- In the main, teaching assistants support teachers and contribute effectively to learning, but during inspection, there were some occasions when their deployment was not as effective, particularly during whole class teaching sessions. Some teaching assistants use questioning skilfully, as seen in a Year 6 guided reading lesson, to probe pupils' thinking and deepen their understanding of the text they are studying.

The achievement of pupils

is good

- Standards of achievement are rising in both Key Stages 1 and 2, because leaders have addressed the underachievement of some groups of pupils, particularly boys and the most able pupils.
- At the end of Key Stage 2, standards are rising because teaching is good or better. The school's own pupil performance data and work in pupils' books shows that the majority of pupils in Key Stage 2 are making at least expected progress with an increasing proportion making better than expected progress. Pupils' skills in English grammar, punctuation and spelling are in line with those seen nationally.
- In 2014, those pupils eligible for the pupil premium were at least three terms behind other pupils nationally in reading and writing and four terms in mathematics. They were two terms behind their classmates in reading and writing and three terms behind them in mathematics. In March, similar gaps in achievement were evident for these pupils in reading and writing, but they were closing faster in mathematics. Leaders took action to address this and indications are from recent checks on pupils' progress that these gaps have closed even further.
- In 2014, results in the Year 1 screening of phonics were above average and much improved on 2013.

Indications are that standards continue to improve.

- Although there are some fluctuations, pupils generally enter Key Stage 1 with knowledge and skills below those typical for their age. By the end of Key Stage 1, standards in reading and writing are above average and similar to the national average in mathematics. Work in pupils' books and the school's own data demonstrate standards continue to rise and the gaps in achievement for disadvantaged pupils and boys are closing. This represents good progress over the key stage from pupils' starting points.
- The school continues to promote positive attitudes to reading by broadening pupils' access to literature and continues to target those pupils who do not read for enjoyment. In particular, this is closing the gap in achievement for boys. Pupils have improved phonics skills and are more motivated to read. They have good support from home and in school to ensure they have the skills and understanding appropriate for their age.
- Historically, disabled pupils and those with special educational needs did not make good progress in reading, writing and mathematics. Leaders' actions to improve teaching and provision have led to the gaps in achievement closing at a faster pace in Key Stage 1 and leaders' focus on intervening early is bearing fruit. Achievement gaps are closing at a better rate in Key Stage 2, but it is not yet enough to make up the ground that has been lost in the past.
- Previously, too few of the most able pupils made good progress in both key stages to reach the higher levels they were capable of. Scrutiny of pupils' work and the school's own data show that standards are rising for this group of pupils, with a significant increase in the proportion of pupils achieving the higher levels.

The early years provision

requires improvement

- Over time, children's development is not good across the early years and by the time they finish their Reception Year, the proportion of children reaching a good level of development is below average. There was a significant rise in the proportion of pupils reaching a good level of development in 2014, bringing it much closer to that seen nationally. However, the school's own assessment information from both the Nursery and Reception indicates this is not a rising trend, because achievement is not matching that seen last year. Reading, writing and mathematics remain particularly weak, which means pupils are not prepared well enough for the next stage of their learning.
- Leaders' evaluations of teaching are not focused enough on the impact of teaching on children's learning and development, which has not enabled adults in the early years to improve teaching as well as they need to. Consequently, teaching is variable across the phase, resulting in much better progress for some children than others. There is insufficient challenge for the most able children and in some instances, the weaker management of pupils and classroom organisation results in lost learning time and focus. Children are not prepared as well as they need to be for the next stage of their learning, particularly in the areas of reading, writing and mathematics.
- The early years team work hard to create a learning environment, both indoors and out, that is stimulating and that promotes creativity through well-planned, child-initiated and practical activities. However, inconsistencies in teaching mean there are missed opportunities to deepen children's thinking or to assess accurately what children know, can do and understand, to inform the next steps in their learning. On occasions, expectations of what children can do are too low and in Reception, feedback, marking and presentation of work are not consistent across the two classes. Adults' assessments and written evaluations of children's learning and development are variable in quality; in some instances, there is not enough information to gather an accurate view of what children learn, know and understand, in order to plan the appropriate next steps and ensure good progress.
- Children are safe and happy in the Nursery and Reception classes because they know what adults expect of them and they respond well. Adults care for children exceptionally well and are vigilant in ensuring children's safety. Parents are actively involved with their children at this early age through daily 'stay and play' sessions and opportunities to see their children's work. Generally, these positive and effective relationships ensure children develop well, personally, socially and emotionally, particularly in nursery.
- Leaders plan and manage transition into nursery effectively. Parents value this opportunity to engage purposefully with the school from the outset. Inspectors saw these newcomers settle quickly, engage purposefully with adults and engross themselves in learning. This raises questions about the school's view that a high proportion of children enter the nursery with levels of development below those typically seen for three and four year olds.

What inspection judgements mean

School	Grade	Judgement	Description
	Grade 1	Outstanding	An outstanding school is highly effective in delivering outcomes that provide exceptionally well for all its pupils' needs. This ensures that pupils are very well equipped for the next stage of their education, training or employment.
	Grade 2	Good	A good school is effective in delivering outcomes that provide well for all its pupils' needs. Pupils are well prepared for the next stage of their education, training or employment.
	Grade 3	Requires improvement	A school that requires improvement is not yet a good school, but it is not inadequate. This school will receive a full inspection within 24 months from the date of this inspection.
	Grade 4	Inadequate	<p>A school that has serious weaknesses is inadequate overall and requires significant improvement but leadership and management are judged to be Grade 3 or better. This school will receive regular monitoring by Ofsted inspectors.</p> <p>A school that requires special measures is one where the school is failing to give its pupils an acceptable standard of education and the school's leaders, managers or governors have not demonstrated that they have the capacity to secure the necessary improvement in the school. This school will receive regular monitoring by Ofsted inspectors.</p>

School details

Unique reference number	107983
Local authority	Leeds
Inspection number	461873

This inspection of the school was carried out under section 5 of the Education Act 2005.

Type of school	Primary
School category	Foundation
Age range of pupils	3–11
Gender of pupils	Mixed
Number of pupils on the school roll	282
Appropriate authority	The governing body
Chair	Andy Birch
Headteacher	Richard Cairns
Date of previous school inspection	13 July 2011
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